

**NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
BUREAU OF SPECIAL EDUCATION  
SPECIAL EDUCATION  
PROGRAM APPROVAL REVIEW**

**SAU#37  
MANCHESTER SCHOOL DISTRICT  
FINAL SUMMARY REPORT**

**Normand A. Tanguay, Superintendent of Schools  
Karen G. Burkush, Director of Student Services**

Visits Conducted on: March 6-7 (Preschool and Elementary Schools)  
and March 20-21, 2002 (Middle and High Schools)  
Date of Report: May 21, 2002

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## I. TEAM MEMBERS

### PRESCHOOL/ELEMENTARY TEAM (March 6-7, 2002):

#### Visiting Team Members:

Jane Bergeron	SERESC Chairperson	Alan Pardy	SERESC Chairperson
Leigh Zoellick	Ed.Consultant, Institute on Disabilities	Debra Winn	Preschool Specialist
Nancy D'Agostino	Preschool/Kindergarten Director	Jennifer Freitas	Special Education Coordinator
Judith Mammay	Special Education Facilitator	Linnea Hallee	Special Educator
Susan Izard	NHDOE Education Consultant	Melanie Lovering	Special Educator
Dick Lates	SERESC Consultant	Doug Roy	Special Services Advocate
Kathi Marshall	EH Coordinator	Stephanie Kollmer	Resource Room Teacher
David St. Jean	Special Education Director	Shelley Lefebvre	Speech/Language Pathologist
Barbara Reilly	Special Educator	Connie Helgersen	Special Education Administrator
Mary Ford	NHDOE Education Consultant	James Gratton	Principal
Maria Barry	EH Teacher	John Handfield	Superintendent
Linda Barton	LD Specialist	Jill McCarthy	Special Educator
Ed Heffernan	Principal	Susan Brassard	LD Specialist
Annette Marshall	Special Educator	Betty Marshall	LD Specialist
Susan Gately	Associate Professor	Jane Lacasse	Principal
Claudia Libis	Teacher of the Visually Impaired	Audrey Stage	Counselor

#### Building Level Team Members:

Charlene Daniels	Speech/Language Pathologist	Barbara Ahlgren	Speech/Language Pathologist
Barbara Hebert	Teacher	Violet Anderson	Occupational Therapist
Laurie Webster	Outreach Coordinator	James Davenport	
Helen Behan	Occupational Therapist	Debra Todd	Special Educator
Rosemarie Beal	Teacher	Kim Gillis	Special Educator
Cindy Jeanings	Occupational Therapist	Ann Thorner	Occupational Therapist
Nancy Koine	Speech/Language Pathologist	Jane Gattas	Speech/Language Pathologist
Charlotte Cote	Occupational Therapist	Shelly Connolly	Assistant Principal
Lynn Violet	Speech/Language Pathologist	Gail Wheeler	Special educator
Rebecca LaLonde	LD Specialist/Case Manager	Maureen Madden	Teacher
Terry Birmingham	LD Specialist	Linda Heath	Principal
Jen Young	Speech/Language Pathologist	Thomas Clow	Principal
Joan Va llieres	Occupational Therapist	Amy Pelletier	Speech/Language Pathologist
Chris Diamont	Guidance/Assistant Principal	Celeste Ludwig	Teacher
Deborah Moreau	Teacher	Cheryl Cleland	Guidance Counselor
Cindy Broudeur	LD Teacher	Christina Wargo	Resource Room Teacher
Jeanne Boutillier	Resource Room Teacher	Karen Grosfelt	Resource Room Teacher
Kathryn Bell	Guidance Counselor	Amy Christopher	Resource Room Teacher
Therese Vigneau	Special Educator	Aviva Warford	Resource Room Teacher
Joan Drescher	LD Specialist	Renee Hahn	Speech/Language Pathologist
Barbara Prentiss	Principal	Alice Wallace	Counselor
Carolyn Currie	LD Specialist	Joan Conforti	EH Teacher
Carolyn Neff	Speech/Language Pathologist	Debbie Marks	Integration
Kenneth DiBenedetto	Principal	Paula Cole	Special Educator
Wendy Katsikas	Assistant Principal	Elinor Murphy	Principal
Jacqueline Boucher	Speech/Language Pathologist	Charlene Gleason	LD Specialist
Suzanne Piotrowski	LD Specialist	Kim Ellis	Special Educator
Sheila Grace	Counselor	Phil Egan	Principal
Sue Dietz	LD Specialist	Donna Ameen	Speech/Language Pathologist
Jerry Charland	Special Educator	Phillip Sapienza	Special Educator
Barbara Stewart	Occupational Therapist	Jean Sweeney	Principal
Nancy LaRose	LD Specialist	Christine Kiss	Speech Specialist t
Terri Ersick	Special Educator	Evan Papajohn	ED Itinerant
Karen O'Shaughnessy	Teacher	Kathy Stanton	Teacher
James Paul	Principal	Ellen Baker	LD Specialist
Florence Hoffman	Speech/Language Pathologist	Christine Egan	Special Needs Primary
Geoffrey Phipps	LD Specialist	Michele Caron	LD Specialist

**Building Level Team Members (continued):**

Wayne O'Farrell	Deaf/Hard of Hearing Coord.	Jean Dickson	School Psychologist
Tina Cook	Deaf/Hard of Hearing Teacher	Kim Jensen	Speech/Language Pathologist
Rachelle Healey	Assistant Principal	Lisa Morelli	School Counselor
Katie Mitchell	Speech/Language Pathologist	Denise Tomasko	Principal
Kathy McNally	Teacher, Autistic Program	Kathryn Malatias	Resource Room Teacher
Deborah Snow-Major	Child Find Facilitator	Patricia Storm	Assistant Principal
Joanne Mulligan	Principal	Janet Mays	Special Educator
Carole Treen	Family Support Coordinator		

**MIDDLE/HIGH SCHOOL TEAM (March 20-21, 2002):****Visiting Team Members:**

Jane Bergeron	SERESC Chairperson	Alan Pardy	SERESC Chairperson
Maryclare Heffernan	SERESC Consultant	Stephanie Guerin	Special Educator
Lori Stumpf	Special Educator	Richard Nannicelli	Principal
Debra Grabill	Contractor, NHDOE	Mindy Schuman-Vye	Federal Program Manager
Timothy Sullivan	Teacher	Ronda Geisler	Director of Special Education
Maren Ardell	Special Educator	Rosalie Karjala	LD Specialist
Justine Sheppard	Elementary Special Ed. Coordinator	Marge Polak	Special Education Director
Michael Murray	Special Educator	Cindy Marcin	Special Educator
Marby Blanchard	Special Education Coordinator	Roxanne Wilson	Assistant Superintendent
Noel Sullivan	Vice President of Education	Ron Oullette	Assistant Principal
Carol Colgan	Special Educator	Clare Fedolfi	Special Educator
Pam Richard	Assistant Principal	Joanne Baker	Division Director, NHDOE
Catherine Brown-Herman,	Educational Consultant, NHDOE Bureau of Special Education		

**Building Level Team Members:**

Diana Schoeller	Special Educator	Karen McGonagle	Teacher
Sandra Duguay	Special Educator	Amanda Lecaroz	Acting Principal
Lisa Desnusseaux	Teacher	Rachel Borge	Special Educator
Joan McQuade	Principal	William Dupere	Guidance Counselor
Stephen Soucy	Special Education Coordinator	Stephen Donahue	Principal
Peggy Trivilino	LD Specialist	Lori McLaren	Deaf Teacher
Karen Newcomer	Special Educator	Jason Duff	Resource Room Teacher
Peg Reekie	Teacher of the Deaf	Jacquelyn McLaughlin	LD Specialist
Diane Spaulding	Instructional Coordinator	Dr. Lifagliano	Psychologist
Linda Allen	Instructional Coordinator	Amy Anderson	Special Educator
Ilene Banks	Special Educator	Mary Beth Boisvert	Reading Specialist
Michael Callahan	Special Educator	Patricia Hauck	Special Educator
Kelley Healey	Special Educator	Kathy Jaskolka	Special Educator
Cheryl Kelly	School Psychologist	Brenda Lashway	Special Educator
Thomas Lynch	Special Educator	Sue Poulin	Educational Assistant
Tami O'Reilly	Special Educator	Ellen Philbrook	Special Educator
Cathy Sheeran	Special Educator	James Hammond	Principal
Herve Tancrede	Assistant Principal	Bruce Perreault	Classroom Teacher
Judith Conway	Classroom Teacher	Timothy Otis	Classroom Teacher
Kim Jensen	Speech/Language	Kim Mailhot	Educational Assitant
Marc Tessier	Classroom Teacher		
Maurine Duval	Special Educator	Janet Gagne	Speech Pathologist
Ed Allen	EH Specialist	Carol Anderson-Botsford	Special Educator
Teri Gatzoulis	Special Educator	Melissa Antul-Cabral	School Psycholgist
Paula Lorry	Special Education Coordinator	Maxine Mosley	Counselor
Barry Albert	Principal	Randy Young	Special Educator
Maura Ryan	Teacher	Patricia Isopo-Croteau	Guidance Counselor
Edward Hafner	Teacher (NJROTC)	Gary Hunter	Guidance Counselor
Kristen Dolliver	Special Educator	Keith Puglisi	Special Educator
Kerry Houghtailing	Teacher	Robert Iodico	Assistant Principal
Sue Stretch	Special Educator	Nancy Dörner	Guidance Counselor
Susan Blanchfield	Teacher	Kevin Maes	Instructional Coordinator

## II. INTRODUCTION

SAU#37 is comprised of one school district, Manchester NH, and has been identified as the largest SAU in the state of NH. There is a total student enrollment (K-12) of approximately 17,245 students, of which 2,700 children and youth are identified as having educational disabilities. This translates to a percentage of approximately 16% of the student population having some kind of educational disability. This is slightly higher than the statewide average of 14.8%. Within the Manchester School District there are 26 schools, and the SAU employs approximately 1,200 professional employees, of which 214 are classified as special educators. The Manchester School District has a 15 Member Board of School Committee that is chaired by the Mayor of the city of Manchester, which governs the SAU. Each of the schools in the SAU has its own unique character, identity and culture, along with identified strengths and weaknesses. Included in the district is the Manchester School of Technology. This is one of 20 such centers throughout the State of New Hampshire, and offers programs in trades and industry, culinary arts, horticulture, marketing, business, mass communications, human services, etc. The neighborhood school concept is very important to the community, and in recent years there has been a move toward developing special education programs in each of the schools to meet the needs of all learners. The Manchester School District has also begun curriculum revisions and the design of programs and services for students with disabilities in the least restrictive environment.

The mission of the Manchester School District, as outlined in their Local Educational Improvement Plan (LEIP), is stated as follows:

“It is the mission of the Manchester School District to provide safe, healthy, nurturing and respectful environments in which all students have the opportunity to acquire knowledge and skills that will enable them to become life-long learners as well as positive and productive citizens. The success of our schools can only be achieved through collaboration and interdependence with the community. The District is committed to utilizing all resources towards this exciting challenge.”

### BOARD OF SCHOOL COMMITTEE GOALS:

As approved by the Manchester Board of School Committee

- I To develop an education plan for the district so that the highest quality of education will be available for all students
- II To evaluate the curriculum
- III To develop an implementation plan for alternative school models
- IV To complete a long-range fiscal plan
- V To develop a long-range school facilities master plan
- VI To continue to maintain, revise, and adopt Board of School Committee Policies and procedures

### LOCAL EDUCATION IMPROVEMENT PLAN GOALS ( LEIP 1999-2000)

As approved by the Manchester Board of School Committee

- I To emphasize the interrelationship of the school and the Greater Manchester Community
- II To utilize New Hampshire and National Curricular Associations as models in establishing local and ongoing curricular development and implementation
- III To exceed the requirements of the Minimum State Standards established by the New Hampshire State Department of Education at the Early Childhood and Elementary levels, and the New England Association of Secondary Schools and Colleges
- IV To improve instruction and learning through the application of technology
- V To continue the implementation of the Middle School philosophy
- VI To increase school success by promoting healthy youth behaviors related to alcohol, tobacco, and other drugs, violence, depression and suicide.
- VII To assess the physical facilities of the District to ensure the successful implementation of the District Educational Improvement Plan.

### **III. PURPOSE OF THE NHDOE SPECIAL EDUCATION PROGRAM APPROVAL VISIT:**

The New Hampshire Department of Education conducted a Special Education Program Approval Visit to SAU#37 on March 6-7 and March 20-21, 2002 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the Program Approval Visit, all of the schools in SAU#37 were reviewed. These included: Manchester Developmental Preschool, Bakersville, Beech Street, Gossler Park, Green Acres, Hallsville, Highland-Goffes Falls, Jewett, McDonough, Northwest, Parker Varney, Smyth Rd, Webster, Weston and Wilson Elementary Schools, Southside, McLaughlin and Hillside Middle Schools, The Middle School at Parkside and Manchester Memorial, West and Central High Schools.

Activities related to this NHDOE Special Education Program Approval Visit included the review of all application materials submitted by the SAU, verification of personnel credentials for special education staff, review of program descriptions, visits to all facilities, review of SPEDIS reports, and analysis of data collected during the visit. Data included the review of student case studies, interviews with staff, administrators, students and parents along with classroom observations. Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU #37; their professionalism, active involvement in the process and cooperation was greatly appreciated and well recognized.

### **IV. PROGRAM APPROVAL REVIEW PROCESS**

The New Hampshire Department of Education provided SAU#37 with a visiting review team of professional educators to work collaboratively with staff in each of the schools to assist with conducting the various data collection and special education program approval activities. The four-day visit was designed as a focused review on the following areas of programming:

- Access to the General Curriculum
- Transition
- Assessment

The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population, ages 3-21, throughout the SAU. Evidence of the work conducted in-district and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included review of student individual education plans (IEPs) progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, paraprofessionals, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies that were reviewed. Also included in the program approval visit was the review of the district's special education policies and procedures. The collective data was summarized by the visiting and building level teams and is included in the report that follows. The written summaries outline identified areas of strength and areas of improvement needed for each school reviewed.

### **V. STATUS OF PREVIOUS PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS** (Previous SAU Wide visit conducted May 19-22, 1997)

SAU # 37 has made several program improvements since the May 1997 NHDOE Special Education Program Approval visit. It was evident to the visiting team that in many areas there has been a genuine attempt by staff and administration to rectify citations of noncompliance. Based on review of the March 2002 program application materials, case studies conducted, interviews with staff, parents, students and administrators, it was the consensus of the collaborative teams that several of the previous citations noted in 1997 have been resolved, while others are still in the process of being addressed.

Specifically, the collaborative teams were pleased to note that since 1997, seventy-five new special education positions have been added throughout the SAU to address the provision of services to students with disabilities and to ease the caseloads of professionals. While this is noteworthy and demonstrates progress, throughout the visit it became apparent that this increase has barely met the needs of growing student enrollments as well as the diversity and severity of the disabilities served.

The teams were also pleased to note that some attention has been paid to the need for additional school nurses in many of the schools. While this problem has not been fully resolved, the SAU has collaborated with the City of Manchester Health Department to address the issue. Currently the Supervisor of School Health monitors the services provided to the district and determines the allocation of nursing services. Despite these efforts, the Health Department is faced with a shortage of available nurses to fill positions in the schools.

Also of note is the fact that the SAU has conducted a full evaluation and study of the district's utilization of paraprofessionals and has implemented many of the recommendations outlined. Roles and responsibilities have been more clearly defined, along with clarification of supervision. In addition, at the building level, various professional development opportunities have been made available to paraprofessionals.

In regard to clerical assistance for special educators at the building level, this is an issue that has not been addressed due to lack of funding. At this time, it is clear that special education professionals are spending a significant amount of time on required clerical tasks, which detracts from direct service and instruction for students. As in the past, the collaborative teams determined that it was essential that teaching staff should be dedicating their time to utilization of professional skills, not clerical tasks that could easily be accomplished through secretarial assistance.

When it comes to provision of services in the least restrictive environment for children and youth with disabilities, there have been ongoing efforts to begin to address the citation. The provision of additional staff has helped and the SAU office has provided several professional development sessions to support building level administrators and staff to facilitate inclusionary practices. Since 1997 the number of district wide self contained special education programs has been reduced and more students are being provided with learning opportunities with their typical peers. The district has also developed admission and discharge criteria for self-contained programs and procedures to ensure that students are placed in the least restrictive environments. Despite these efforts, it was clear to the collaborative teams that access to the general curriculum is not always made available to children and youth with disabilities. While many children and youth with disabilities are demonstrating success in the general curriculum and are being provided with A Free Appropriate Education (FAPE), others are in programs that have little or no access to the general curriculum.

At the time of the March 2002 NHDOE Special Education Program Approval Visit, SAU#37 had not yet resolved the citation related to equal educational opportunities, earning of high school credits and the opportunity for students with educational disabilities to earn a regular high school diploma. While draft policies and procedures are in process of being developed to address these issues, some students with disabilities enrolled in the Manchester High Schools are not eligible for a high school diploma, and according to program descriptions, certain special education programs (i.e. the Young Adult and Functional Living Skills Program) place students in a track that typically earns them a certificate of completion, rather than a regular high school diploma.

Throughout the visit, the collaborative teams were pleased to note the ongoing efforts put forth by SAU#37 in the area of curriculum development, and the work that has begun to ensure that special

education programming reflects the general education curriculum. The teams identified this as a work in progress and that the citation has been met to varying degrees depending upon the school and the special education program. While gains have been made, there is a continued need to ensure that the curriculum offerings in self-contained programs align with the district's general curriculum. What the collaborative team found throughout the visit was that several of the special education programs are implementing individualized instruction that is not always connected to the general curriculum.

Most of the staff in Manchester reported that they have adequate supplies and materials to implement IEPs. The visiting staff, however, observed classrooms with outdated technology, students sharing textbooks because there were not sufficient allocations, and teachers who lack the necessary tools of the trade, including materials and supplies, technology (hardware and software) and adaptive devices for the provision of differentiated instruction. The team recognized that over the past four years the central office administration and building level administrators have collaborated in the budget process to ensure improved allocations for the provision of special education services. Nevertheless, based on this NHDOE Program Approval Visit, it quickly became apparent that the allocations are not sufficient for the effective implementation of programs and services for students and youth with disabilities.

Overall, SAU37 has demonstrated growth toward resolving many of the areas of noncompliance outlined in the 1997 report. The schools have begun to achieve varying levels of success in the implementation of inclusionary practices. Within each of the schools there are many praiseworthy things happening in both regular and special education programming. The collaborative teams would like to recognize the staff, students, administration and support personnel for their cooperation and support in carrying out the activities of the March 2002 Special Education Program Approval Visit.

## **VI. SAU-WIDE SUMMARY OF FINDINGS**

The collaborative team thanks the staff and administration of SAU#37 for their assistance, cooperation, preparation and participation in all aspects of the March 2002 NHDOE Special Education Program Approval Visit. Throughout the entire review, there was an enthusiastic and supportive atmosphere for program improvements, which is fostered by the administration, parents, faculty and support staff. Each of the schools was consistently described as committed to providing the best possible services for all students, despite the many challenges they are faced with on a daily basis.

### **Commendations:**

There is a spirit of teamwork among staff in each of the schools.

The SAU is commended for the efforts put forth to begin developing and aligning curriculum.

The staff and administration in each of the schools were consistently described as hard working, motivated and dedicated to the teaching/learning process.

There has been a genuine attempt to address issues of noncompliance outlined in the May 1997 report. The central office is commended for their support of staff, students and parents.

### **Issues of Significance:**

Since the 1997 NHDOE Special Education Program Approval Visit, SAU #37 has experienced increased growth in student enrollment. There has been a high turnover in administration at the central office level and the district faces significant facility needs. With the relatively high number of students requiring special education services, the Manchester School District continues to face the challenge of providing quality programming while they are understaffed, lacking monies to provide necessary professional development related to their master plan, facilities are crowded and space is inadequate to accommodate the needs and learning activities of the children enrolled.



Specifically, the collaborative teams noted that over the past several years, SAU37 has had a history of low achievement results as reflected on the New Hampshire Education Instruction and Improvement Program (NHEIAP) scores. It is important to recognize that at the time of the March 2002 Special Education Program Approval Visit, the district was not administering any consistent district wide standardized testing or using SAU wide data for continuous improvement. It was evident that there are very few mechanisms for supporting and training personnel to use data, and no well defined, data driven school improvement process. In most New Hampshire school districts there is one person in every building who is responsible for collecting, analyzing, and reporting student achievement data. In addition, a central office staff member also is key in linking the school with curriculum, resources, promising practices and improvement strategies. This is not happening consistently in SAU#37. As the collaborative teams carried out their varied duties it became clear that The Manchester School District has no comprehensive system to monitor student performance or mechanisms to assist struggling students before they fall behind. The use of assessments to guide instruction, develop curriculum and/or individual education plans (IEPs) is not consistent or clearly defined.

Upon completion of the March 2002 NHDOE Program Approval Review of SAU # 37, it also became apparent that there are significant needs in the area of professional development. Ongoing professional development could ease the difficulty of implementing comprehensive on-going school improvements, yet this is sorely lacking in The Manchester School District. There are insufficient resources allocated to support instruction for all students, including curriculum development and assisting teachers to enhance their own subject expertise. Successful implementation of school improvement models require teachers and administrators to become facilitators, guides and coaches who are actively involved in the design of their own learning. Professional development can be provided in a variety of ways, and does not necessarily mean traditional workshops, which is the current model used in SAU#37. It is strongly suggested that the SAU offer ongoing, job embedded district wide offerings that address best practice or grade level needs. There could be building level offerings planned specifically to meet the needs of a single building, or vertical configurations designed to meet the needs across grade levels, content or department areas. SAU#37 should also be providing sustained, intellectually rigorous professional development for administrators that enable them to act as instructional leaders in their schools, rather than managers of buildings. In order to accomplish this, SAU#37 must come to realize that the quality of teaching directly impacts the learning of all students. Based on this program approval visit, it became clear that The Manchester School District needs to focus more attention on increasing and ensuring quality professional development opportunities for all staff, administrators and support personnel.

Lastly, and most importantly, it was the consensus of the collaborative teams that the city of Manchester and the Board of School Committee responsible for the district's expenditures should ensure adequate resources (including facilities, staff, professional development, clerical assistance, equipment and materials) for the entire school system. To provide leadership in all these areas, the district offices must be given the charge and resources to move ahead, and they themselves must be a learning community that advances the knowledge and skills of the Board of School Committee Members, administrators and curriculum leaders. The district's mission and beliefs call for everyone to be a part of the learning community; and if expectations influence accomplishments, then the leaders need to be clear and explicit on the results they seek and the support they are willing to commit to make it happen. This commitment will be vital to SAU#37's quest to ensure high levels of learning and performance by all students and staff members.

The following summary of findings outlines areas that were identified SAU-wide and agreed upon by the collaborative teams.

## **Access to the General Curriculum**

ED 1119.03 CFR 300.306 CFR 300.347 Full Access to the District's Curriculum

ED 1119.08 CFR300.304 Equal Education Opportunity

The collaborative teams found that, in general, the SAU is working hard to ensure that most students with education disabilities attending special education programs are included in the general curriculum with necessary supports. Exceptions to this include students enrolled in the Functional Daily Living and Young Adults Programs, which lacks evidence of a defined curriculum aligned to the general curriculum and equal educational opportunities. In addition, the collaborative teams found evidence that some of the self contained programs at the elementary and middle school levels are still quite isolated with minimal opportunities for the children enrolled to participate in the general curriculum. Contributing to this issue is the lack of space, necessary supports and required staffing patterns. While recent improvements have been made, there continues to be a need for a shared philosophy that addresses the integration and collaboration of instruction for students with education disabilities as well as improved communication between special and regular educators.

## **Transition**

ED 1102.53 CFR 300.29

ED 1107.02 CFR300.347 (b) 1 Process: Provision of FAPE

ED 1109.01 CFR 300.132 Transition Services

Overall, it was the consensus of the visiting team that the SAU is working hard to provide smooth transitions for students. Upon visiting each of the schools there was clear evidence that transition planning is happening to varying degrees, with many situations well documented, and others not as well documented, formalized or consistent. Once again, it became apparent at all levels, that in order to have effective transitions, the necessary supports and time to meet and collaborate must be consistently provided.

## **Assessment**

ED 1133.05 (I) CFR 300.347 (a) (5) RSA 193-C

While individual assessment data is primarily used to determine eligibility for special education services, results of state wide assessments or other standardized, district wide assessments are not typically considered in SAU#37 in the development of student IEPs. It was noted that throughout the SAU there are no standardized assessments being administered and that assessment data is not considered as a meaningful tool in planning programs for students with disabilities.

## **Facilities and Location**

ED 1119.06

ED 306.06 School Facilities

There are continued space needs at many of the schools in SAU#37. While the collaborative teams are aware that the city of Manchester is working to devise plans to improve facilities, this continues to be an area of significant need. This is especially true at the middle and high schools levels as well as some of the elementary schools. The collaborative teams observed classrooms and other instructional areas for children that are not of sufficient size or space, which negatively impacts the teaching and learning process. In addition, it should be noted that there is insufficient space for the provision of related services and for conducting evaluations. Services at several schools, including, but not limited to, The Manchester Developmental Preschool, Hallsville, Bakersville, Wilson, Hillside, Parkside, Southside, West High School and Central High School were observed being provided in hallways, closets, half classrooms, storage areas and the stage. Some classrooms were quite crowded, with questionable air quality, and in some buildings hallways were filled with bookshelves holding backpacks, supplies and other materials. In one situation, at The Middle School at Parkside, a special education classroom was observed that also served as a storage room, presenting many safety hazards

to the students and staff. Of further note, the collaborative teams strongly suggest that the SAU assess all areas being utilized for in-school suspension rooms, as well as areas that are serving as time-out areas for children with disciplinary problems. The SAU needs to ensure that all health, safety and fire codes are met for such areas.

### **Professional Development**

ED 306.17 (f)

ED 508

Throughout the visit an apparent theme was the need for professional development at all levels. Interviews with staff and administrators revealed a need for improved offerings in instructional practices, collaboration and communication between regular and special educators, modifying and adapting for students with educational disabilities, among others.

### **Personnel Standards**

#### **Related Services**

ED 1119.07 CFR 300.136 Personnel Standards

ED 1102.41 Qualified Personnel

ED 1102.44 Related Services

In SAU#37 there are insufficient numbers of related service personnel in the areas of speech therapy and school psychologists. The collaborative teams recognize the efforts put forth by the SAU to obtain these services for students with educational disabilities through advertising and budgeting for positions, yet the services are still lacking. In addition, it should be noted that at the high school level there are no staff that are qualified to work with students with Autism, therefore most of these youngsters are placed out of district. Once again, it is important to note that budget constraints, lack of facilities and necessary educational supports impact this situation.

### **ED 1119.08 Diplomas**

CRF 300.304

At the time of the visit, SAU#37 has not yet adopted a policy that ensures that all students have the opportunity to complete a course of studies leading to a high school diploma. It should be noted that a draft policy is in process of being reviewed.

### **ED 1119.11 Suspension**

CRF 300.519-526

SAU#37 needs to review its discipline policies and procedures with staff and administration to ensure they are adhered to. At the middle school level, there seems to be some confusion regarding in-school suspension and the use of “focus rooms” and “reflection rooms”. These appear to be areas where special education students are sent to for disciplinary reasons; these students can be placed there for short periods of time or for multiple days at a time under adult supervision. According to staff, such placements are not considered to be in-school suspensions, yet there does not seem to be any written policies or procedures related to the rooms that have been reviewed and approved by the SAU. The SAU also needs to ensure that when students with disabilities are placed in these “reflection rooms” that their programs are not interrupted and that instruction and IEPs continue to be implemented. During the time of the visit, several students were observed having no books or instruction.

## VII. BUILDING LEVEL SUMMARY REPORTS

### USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

#### BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU        37                School:    Manchester Developmental Preschool

Recorder/Summarizer: Leigh Zoellick                Date: March 7, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:

**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Manchester Developmental Preschool
Indicator Level and Description		
<b>0</b>	Student does not have access to the general curriculum.	
<b>1</b>	Student has access to the general curriculum	
<b>2</b>	Student participates in the general curriculum in the regular classroom	
<b>3a</b>	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
<b>3b</b>	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
<b>3c</b>	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	45% of preschoolers are currently in inclusive settings. There is only one classroom (7 children) with no daily participation with non-disabled children. Examples of participation include: dance class, picture schedule, "home visits" to child care centers and letters to parents re: activities available to children.
<b>3d</b>	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
<b>4</b>	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Manchester Developmental Preschool
Indicator Level and Description		
<b>0</b>	No evidence of transition planning	
<b>1</b>	Transition occurs, with little or no written documentation	
<b>2</b>	Written documentation exists for transition services	
<b>3a</b>	Team includes parents and personnel from other agencies in transition planning	
<b>3b</b>	Student is informed before age 17 of his/her rights under IDEA	
<b>3c</b>	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
<b>4a</b>	District has implemented a process to evaluate the success of the student's transition	The staff has developed a videotape to discuss transition from preschool to kindergarten. There is evidence of communication between Early Supports and Services and preschool staff. Getting information in a timely manner is sometimes a challenge. The staff constantly re-evaluates the process of transition and is very open to suggestions.
<b>4b</b>	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a)</u> <u>5 RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Manchester Developmental Preschool
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	Eligibility assessment is used in developing IEPs. New progress reports are being piloted. Pre and post testing is used along with Title I assessments.

Manchester Developmental Preschool	
Strengths	Suggestions for Improvement
1. Cooperation/collaboration among preschool team members is evident. Informal professional development opportunities happen by talking with others. There is high morale among the staff. 2. Preschool programs have opportunities for community access. 3. At the preschool there is a continuum of services; lots of sites, a wide range of options and learning opportunities. 4. The administration supports growth and change for the program. 5. Parents feel supported. A family support coordinator is on staff. 6. The diversity of children/families in the program is strong. Some staff are bilingual, and interpreters are available as needed.	1. More therapy time is needed to include time to consult with teachers. Caseloads are too high for related services. 2. There is a need for clerical assistance with scheduling meetings, filing, making copies, etc. 3. Facilities are crowded and enrollments high, which makes it difficult to include non-disabled students in the program.

## USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

### BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 37

School: Wilson

Recorder/Summarizer: Jennifer Freitas/Judith Mammay

Date: March 7, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>CFR 300.347(a)</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.304</u>		Wilson School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Many students are totally included (with modifications); some need pullout services, but are participating in the general curriculum. All children have access to extracurricular activities.
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Wilson School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	All appropriate members were invited to meetings, and the team works to make transitions as stress-free as possible for parents and students.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	



Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Wilson School
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	School uses a variety of assessment tools, and uses results to plan curriculum and the needs of individual students. The team has developed The Henry Wilson Test of Basic Concepts to help address math needs.

Wilson School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>Staff advocates for students' opportunity for learning through positive use of assessment. Staff members are active on district-wide committees to improve reporting, i.e. report card committee. Report cards are excellent and user-friendly.</li> <li>Collaboration between regular education and special education is excellent. All staff members take ownership of all students.</li> <li>Instruction is delivered in a developmentally appropriate manner at all grade levels.</li> <li>Title I materials and services are available to all. Title I personnel provide training to all.</li> <li>SPED staff provides in-house training to paraprofessionals. Paraprofessionals also take advantage of out-of-school training.</li> <li>Time is allotted for grade-level meetings, which include special educators when appropriate.</li> <li>Elements of Responsive Classroom used district wide assure easier transition for transient population.</li> <li>Team works collaboratively with Beech Street School in flexible sharing of behavior specialist.</li> <li>Educational assistants are highly motivated and have a high level of skill in carrying out their jobs.</li> </ol>	<ol style="list-style-type: none"> <li>The District needs to generate guidelines for transition to provide consistency throughout the District.</li> <li>The current number of staff limits the ability of the team to provide a more inclusive model of service delivery. Additional staff requirements would depend on IEPs. Alternatively, additional training for regular education teachers in providing appropriate modifications and/or improving management of diverse academic populations is needed.</li> <li>Clearer guidelines are needed for ownership and/or assessment of identified ESOL students. Identification as having special needs does not necessarily exclude students from receiving ESOL services, but this is not clear.</li> <li>Clerical services are needed for special educators.</li> <li>An updated directory of programs, teachers and services is needed for transitional purposes.</li> <li>NHEIAP results should be reported in a more timely manner to facilitate better use of scores for development of IEPs.</li> </ol>

## USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

### BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 37              School: Gossler Park

Recorder/Summarizer: Susan Izard              Date: March 7, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Gossler Park
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	Based on data collection, parent and student interviews and student schedules: One student spends 60% of his time in a self-contained class, and attends a regular class for specials, homeroom, snack and silent reading. More support could be provided if paraprofessionals were available.
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	One student is in a regular class with supports. An EH specialist assists with this. One student is in a regular class the majority of the day, and participates in dancing after school.
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Gossler Park
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	Transitions discussed are from grade to grade and from grade 5 to 6 (Middle School). They are informal discussions, and may be used to develop IEPs. There is a set situation for grade 5 to 6 (tour & visit). The EH program has a clear transition process. Students who are major concerns are decided in advance and next year's teacher attends the IEP meeting. Parents are part of the IEP team.
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a)</u> <u>5 RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Gossler Park
	Indicator Level and Description	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	Students are provided with a variety of assessments and staff use the information in the development of the curriculum. Assessment data is not consistently used to develop student IEPs. Portfolios were viewed. The school is now aware of the need for alternate assessments. Multiple assessments include State and District level tests, report cards, progress reports, benchmarks, student work, pre & post tests, literacy folders for year to year tracking and teacher observations. Benchmark results used to look for weaknesses/strengths by grade and teacher. NHEIAP evidence showed writing as weak, which has been addressed and scores have come up. They are working on the math program (increased pacing.)
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

Gossler Park	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>At Gossler Park School, there is a sense of teamwork and community among the staff.</li> <li>The use of assessment to help drive instruction has been beneficial.</li> <li>Afterschool activities are available to students.</li> <li>All children are important and seen as individuals.</li> <li>The school has the full range of services to students.</li> <li>There is a clear district process for students who enter district self-contained classrooms.</li> <li>The district wide programs are a part of the school community. They include connection to regular classrooms, i.e. specials, home room, etc.</li> <li>Adaptive music, art and physical education is available.</li> <li>Staff have begun working on school climate, for example the penny collection for others, exemplary writing wall, community service projects and responsive classroom.</li> <li>New report card requirement of parents attending first trimester report is commendable.</li> <li>School is researching the possibility of becoming a school-wide Title I school.</li> <li>Team was well prepared for the NHDOE Program Approval Visit.</li> </ol>	<ol style="list-style-type: none"> <li>There is a need for clarification on the use of asterisks (*) on report cards for modified curriculums.</li> <li>Professional development for regular education and special education staff is recommended.</li> <li>More inclusion for self-contained special needs students is suggested. In order to accomplish this, additional staff are needed.</li> <li>Facilities and adequate instructional space are issues. Art and Music staff no longer have their own rooms. Occupational Therapy, Speech, ESL, EH, Art and Music share one room.</li> <li>A manual/handbook for special educators is needed.</li> <li>Caseloads for related services need to be reviewed (Occupational Therapy, Speech, counseling)</li> <li>An assistant principal for discipline, tardiness, absenteeism and other tasks would be helpful.</li> <li>Clerical staff to assist special educators is recommended.</li> <li>Staff need to meet on a regular basis to collaborate, share ideas and plan instruction.</li> </ol>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU        37        School: Hallsville

Recorder/Summarizer:        Dick Lates        Date: March 7, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>Ed. 1119.08, Equal Education Opportunity</u>		Hallsville School
<u>CFR 300.342</u> <u>CFR 300.306</u> <u>CFR 300.26</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		
Indicator Level and Description		
<b>0</b>	Student does not have access to the general curriculum.	
<b>1</b>	Student has access to the general curriculum	
<b>2</b>	Student participates in the general curriculum in the regular classroom	
<b>3a</b>	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Staffing constraints (need for more educational assistants) prevent full inclusion - Least Restrictive Environment. More clerical support would reduce teacher time on paperwork. General curriculum materials and programs are needed which provide remediation for identified students in content areas. Written social studies curriculum at grades 1 & 2 is still being worked on by the district. There is use of Alpha Smart technology.
<b>3b</b>	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
<b>3c</b>	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
<b>3d</b>	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
<b>4</b>	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>Ed. 1109.01, Transition Services</u>		Hallsville School
<u>CFR 300.29</u> <u>CFR 300.347 (b) (1)</u> <u>CFR 300.132</u>		
This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		
Indicator Level and Description		
<b>0</b>	No evidence of transition planning	
<b>1</b>	Transition occurs, with little or no written documentation	Informal documentation exists – meeting notes only. Student profile is used in extended year programs. Could be done with all special education students. Middle school transition activities could be increased and become more consistent at the middle school level. Middle school representatives join IEP meetings of 5 <sup>th</sup> graders. File hand carried by case manager to new school/placement.
<b>2</b>	Written documentation exists for transition services	
<b>3a</b>	Team includes parents and personnel from other agencies in transition planning	
<b>3b</b>	Student is informed before age 17 of his/her rights under IDEA	
<b>3c</b>	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
<b>4a</b>	District has implemented a process to evaluate the success of the student's transition	

<b>4b</b> Team, including student as appropriate, regularly assesses success of transition plan	
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Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Hallsville School
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Multiple assessments are used at Hallsville School for all children. Response to these assessments are used to change instructional strategies and differentiate. Results are also used for the development of IEPs.
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

Hallsville School	
Strengths	Suggestions for Improvement
1. Class size is appropriate 2. Students are respectful of each other. 3. Identified students are supported by non-disabled peers – like a family. 4. Classroom teachers individualize, modify, assume responsibility of IEPs and are involved in IEP process. 5. There is a parent community with strong support that is frequent and personal. 6. There is a good flow of communication among all staff. 7. There is use of multiple assessment data to change strategies, develop IEPs and individualize instruction. 8. Staff and administrators are very creative and resourceful in finding resources and space to compensate for budget constraints. 9. Faculty is proud of school (111 years old) and don't want it to close. They are very dedicated and committed to quality. 10. Students are making progress because of synergy – staff are all on the same page. The principal's involvement shows expectations for others. There was excellent, thorough preparation for the NHDOE program approval visit.	1. There is a need for additional staff, including clerical and educational assistants. Additional services – psychologists, etc – are all itinerant. 2. There is a need for district wide professional development opportunities in special education topics and training in policies and procedures for new specialists. 3. There are transition issues between preschool & kindergarten. Time constraints limit outreach and transition efforts. 4. There is a need for common planning time and for more collaboration on curriculum, inclusion and IEP implementation. 5. There is a need for materials for remediation and supplements to the general curriculum – budgeted. 6. Guidance counselor plays the role of building level special education coordinator. Although she does an exemplary job, additional personnel are needed to cover this role.

## USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

### BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 37

School: Northwest Elementary

Recorder/Summarizer:

Date: March 7, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:

**Access to the General Curriculum, Transition and Assessment.**



Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>CFR 300.347(a)</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.304</u>		Northwest Elementary
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	All students have access to extracurricular activities as appropriate for their age. Students were observed in their classrooms engaged in the general curriculum. Students' daily schedules that we reviewed documented this. Inclusion model & no self-contained programs in this building.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Northwest Elementary
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	Preschool – Elementary transitions involve observations and attendance at IEP meetings and the preschool staff coming to the elementary school. There is evidence of the school detecting a pattern that needed to be modified and involving the parent. There is evidence of continued meetings between staff – last year's team & this year's team. Outside agencies are continually involved. Parent involvement is documented.

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Northwest Elementary
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	Case managers received individual student results to aid in programming. Common items are shared with all teachers. Addison-Wesley Math – pre & post testing used. Benchmark testing from Houghton-Mifflin used. There are grade level meetings on a weekly basis. There is discussion/preplanning for alternate assessment. Appropriate coding/educational & academic testing is indicated in programming in IEP. Goals are tailored to individual students. District wide testing is administered with appropriate modifications.

Northwest Elementary	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. Behavior management is well maintained.</li> <li>2. Collaboration between regular and special education is exemplary.</li> <li>3. Communication between Northwest and the central office is strong.</li> <li>4. Communication between home and school is outstanding.</li> <li>5. Written documentation by the educational assistants is provided and reviewed on a weekly basis with the case manager.</li> <li>6. There is creative use of staffing – case management responsibilities are more focused to allow better communication between and with classroom teachers and educational assistants.</li> <li>7. School and classroom environments are warm, caring and motivating for students.</li> <li>8. There is programming/scheduling to allow identified students access to the general curriculum. Direct instruction is coordinated with the general curriculum.</li> <li>9. There is continual training/support due to in house staff providing training/direction.</li> <li>10. Orientation/communication with educational assistants provides clear expectations for job performance.</li> <li>11. There is good communication between building team and onsite administrators.</li> </ol>	<ol style="list-style-type: none"> <li>1. There is a need for clerical assistance so staff is able to do more direct instruction with students.</li> <li>2. Parent interview indicated some concerns with extended school year programming.</li> <li>3. Professional development is needed for all staff on a variety of topics.</li> </ol>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 37              School: Parker Varney

Recorder/Summarizer: David St. Jean      Date: March 7, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Parker Varney
Indicator Level and Description		
<b>0</b>	Student does not have access to the general curriculum.	
<b>1</b>	Student has access to the general curriculum	
<b>2</b>	Student participates in the general curriculum in the regular classroom	
<b>3a</b>	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
<b>3b</b>	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
<b>3c</b>	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	IEPs show goals and objectives that are implemented in the Least Restrictive Environment (LRE). Consultants are available to access LRE. Placement is in regular education classrooms for all 3 cases studied. Students were involved in activity with the class. Two students were provided with appropriate paraprofessional support. Other students accept students with disabilities as part of the school culture. Teachers are making appropriate accommodations due to "open classrooms", which may distract certain special education students. Student schedules illustrate inclusion. Parent interviews confirm access to the general curriculum and flexibility to work with community (e.g. drama, band). Staff received specialized training for children with autism.
	<b>3d For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
<b>4</b>	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Parker Varney
Indicator Level and Description		
<b>0</b>	No evidence of transition planning	
<b>1</b>	Transition occurs, with little or no written documentation	
<b>2</b>	Written documentation exists for transition services	
<b>3a</b>	Team includes parents and personnel from other agencies in transition planning	Preschool – kindergarten: receiving school representative attends transition meeting, per meeting notes. There is a school wide step-up day. Grade to grade: Teachers are assigned the year before. The team balances students. Parent feedback is used. There is an end of year transition meeting with minutes, a move-up day and visits. Elementary - Middle: There are visits in both directions and a step-up day.
<b>3b</b>	Student is informed before age 17 of his/her rights IDEA	

<b>3c</b> Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
<b>4a</b> District has implemented a process to evaluate the success of the student's transition	
<b>4b</b> Team, including student as appropriate, regularly assesses success of transition plan	

Assessment	Summary of Evidence
<p><b>Ed. 1133.05 (l), Program Requirements CFR 300.138 CFR 300.347 (a) 5 RSA 193-C</b></p> <p>This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.</p>	<b>Parker Varney</b>
<b>Indicator Level and Description</b>	
<b>0</b> No evidence of student participation in district or state assessments	
<b>1a</b> Student participates in district-wide and school assessments	
<b>1b</b> Student participates in state assessment	
<b>2</b> Alternate assessment provided as needed for both district and state assessments	
<b>3a</b> Assessment data is used to develop IEP	
<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Students participate in assessments with modifications as necessary. One student participated in the NHEIAP with accommodations. Brigance is used yearly. Work samples are collected. Two students reviewed had daily communication books. All 3 students reviewed had accommodations in IEPs. One student is currently receiving behavioral assessment. Assessment information was used in developing 2 IEPs. Report cards were reviewed. There are progress reports 3 times a year.
<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

Parker Varney	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. Teamwork among staff</li> <li>2. Home-school communication</li> <li>3. Open communication maintained with parents (e.g. daily notebooks, communication packet)</li> <li>4. Ability to work with challenging parents in a positive way</li> <li>5. All staff were CPI trained</li> <li>6. Tailoring opportunities (e.g. extended school year programming) to needs of children</li> <li>7. School wide adoption of Responsive Classroom creates an environment conducive to full inclusion</li> <li>8. Strong administrative support for special education</li> <li>9. Good transitions from grade to grade</li> <li>10. Appropriate use &amp; availability of consultants to develop appropriate strategies for challenging students</li> <li>11. Availability of school psychologist in the building</li> <li>12. Strong special education staff (teachers and specialists) – flexible and dedicated to quality services</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide training for educational assistants and classroom teachers for children included in classrooms with low prior incidence of disabilities.</li> <li>2. Hire substitutes for educational assistants when absent to implement IEP goals.</li> <li>3. Adaptive physical education opportunities should be available for some students with disabilities.</li> <li>4. Expand availability of and access to adaptive technology for students with disabilities.</li> <li>5. Provide clerical assistance to enable special education staff to provide services and not be tied up with paperwork.</li> </ol>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 37 School: Webster

Recorder/Summarizer: Barbara Reilly Date: March 7, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Webster
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	All students observed had access to the general curriculum with support as needed, as written in the IEPs

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347(b)(1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Webster
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	Middle schools have made changes to facilitate transitions as requested by the Webster School. Staff feedback at grade-level meetings is assessed, as well as "step-up" day at the middle school. Grade to grade transitions are successful, as noted in their own step-up days.
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Webster
	Indicator Level and Description	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	Webster School has a NHEIAP committee to assess previous results, beginning and end of year math benchmarks, and emergent literacy. Those factors and daily assessments for some students are incorporated into IEPs.

Webster	
Strengths	Suggestions for Improvement
1. Block scheduling allows access to the curriculum and eases transitions. 2. Educational assistants are working well to support inclusion. 3. Staff work well as a collaborative team. The school has a caring environment and students appear happy. 4. There is strong parent participation and volunteerism, and excellent support from the PTO. 5. The special education team, support staff and special services personnel are very competent and well informed. Students and staff are mutually respectful. 6. There is school-wide ownership of identified students. 7. There is a constant assessment by the team of their inclusionary practices.	1. Open concept classrooms in the primary grades may need sound proofing/walls. 2. Special education clerical support is needed. 3. Additional technology, including computers and software, is needed. 4. Staff development opportunities need to be increased. Additional training is needed for paraprofessionals.



## USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

### BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU      37      School:      Weston

Recorder/Summarizer:      P. Alan Pardy      Date:      March 7, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Weston
Indicator Level and Description		
<b>0</b> Student does not have access to the general curriculum.		
<b>1</b> Student has access to the general curriculum		
<b>2</b> Student participates in the general curriculum in the regular classroom		
<b>3a</b> Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)		
<b>3b</b> <i>For Private Schools:</i> Student has opportunities to interact with non-disabled peers on a regular basis		
<b>3c</b> Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.		
<b>3d</b> <i>For High School Students:</i> Student has the opportunity to earn regular credits leading to a regular diploma		
<b>4</b> Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment		All 3 students reviewed were fully participating in the regular classroom and curriculum with appropriate supports. Access to extra-curricular activities and non-academics is complete.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Weston
Indicator Level and Description		
<b>0</b> No evidence of transition planning		
<b>1</b> Transition occurs, with little or no written documentation		
<b>2</b> Written documentation exists for transition services		
<b>3a</b> Team includes parents and personnel from other agencies in transition planning		The school has ample evidence that illustrates transition planning for elementary students leaving to attend middle school. There are intensive discussions for grade-to-grade transitions within the school. This is not documented.
<b>3b</b> Student is informed before age 17 of his/her rights under IDEA		
<b>3c</b> Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner		
<b>4a</b> District has implemented a process to evaluate the success of the student's transition		
<b>4b</b> Team, including student as appropriate, regularly assesses success of transition plan		

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5 RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Weston
Indicator Level and Description		
<b>0</b> No evidence of student participation in district or state assessments		
<b>1a</b> Student participates in district-wide and school assessments		
<b>1b</b> Student participates in state assessment		
<b>2</b> Alternate assessment provided as needed for both district and state assessments		
<b>3a</b> Assessment data is used to develop IEP		
<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)		Multiple assessments are used to develop IEPs. Evidence includes: Progress reports, report cards, IEPs, daily assessments, standardized and state assessment results.
<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)		

Weston	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. There is excellent collaboration between regular and special education staffs, including team meetings, student support teams and on-going discussions around individual students.</li> <li>2. There is impressive and natural access to the general curriculum for kids with IEPs.</li> <li>3. Multiple assessments are used to develop IEPs.</li> <li>4. Staff, administration and paraprofessionals are supportive, enthusiastic and knowledgeable.</li> <li>5. Weston School has a well-organized and respectful environment for learning.</li> <li>6. Instruction is appropriate and exciting, using multi-sensory activities.</li> <li>7. Staff development has taken place that provides staff with appropriate, relevant information, including training in CPI.</li> <li>8. There is thorough transition planning at preschool – elementary, grade-to-grade and 5<sup>th</sup> grade to middle school levels.</li> <li>9. Parents are very pleased at their own child's progress.</li> <li>10. Staff was extremely well prepared and well organized for this Program Approval Visit.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue using multiple assessment sources to design instruction and integrate curriculum frameworks into IEPs.</li> <li>2. Additional clerical help for filing, copying, mailing progress reports, setting up meetings, etc. would be helpful in allowing staff more contact time with students.</li> <li>3. Weston may want to be more systematic in documenting transition activities, including follow-up of students who transition to middle school. This is being done, but not documented systematically.</li> </ol>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 37 School: McDonough

Recorder/Summarizer: Mary Ford / James Gratton

Date: March 7, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		McDonough
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	McDonough has an integration program, resource room program and two city-wide magnet self-contained programs which provide a continuum of general curriculum access dependent upon IEPs.
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		McDonough
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	Transition occurs with little or no written documentation from grade to grade. The intent is that in the spring teachers will meet with administrators to determine the best placement to ensure communication between teachers. Determination of class placement is completed in August prior to the beginning of school, making written transition documentation difficult. This is applicable to students in self-contained programs as well as the other students.
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a)</u> <u>5 RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		McDonough
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	Three students will be completing the NHEIAP-ALT. All other students will complete the NHEIAP. District-wide Benchmark reading and math assessments, literacy assessments and the writing portfolios are utilized to develop IEPs. Multiple measures are used for assessments for all students.
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

McDonough	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. Dedicated teachers, paraprofessionals and administrators are determined to meet the needs of the students.</li> <li>2. Promotion of student self-worth and independence is practiced at McDonough.</li> <li>3. Special education students are socially integrated into the school community.</li> <li>4. A full continuum of special education services is offered from self-contained classrooms to full integration.</li> <li>5. Small class sizes for grades 1 and 2 means no more than 20 students. Grades 4 and 5 stay below 25 students.</li> <li>6. Teachers at McDonough have a high level of autonomy.</li> </ol>	<ol style="list-style-type: none"> <li>1. More clerical help is needed. There is one secretary for a school of 600 students and approximately 80 staff.</li> <li>2. Common planning time is a critical need for classroom teachers, special education teachers and specialists, as well as planning time specific to special education staff. This would help ensure more inclusive practices. Schedules will be impacted and will require creative solutions to free staff.</li> <li>3. There is a need for a teacher assistance team, a child study team, a building support team for a pre-referral process.</li> <li>4. The library has a small collection and no books in students' native languages.</li> <li>5. Continue your efforts at meaningful, intentional involvement of parents, possibly with community-based programs.</li> <li>6. Add a coordinator for special education with clerical support to ensure consistency in delivery of services, follow-up and improved communication within the school community and the community at large.</li> <li>7. District-wide master plan does not reflect special education needs.</li> <li>8. More technology is needed.</li> </ol>

## USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

### BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU        37            School:    Beech Street

Recorder/Summarizer:    Maria E. Barry            Date: March 7, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Beech Street
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Observation, IEPs and interviews all show that students are fully included and engaged in the general curriculum. They also clearly participate and are encouraged to take part in all extracurricular activities.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Beech Street
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	Observation, parent interviews and IEPs clearly demonstrate that great care and planning go into setting up and assessing the success of all transitions – grade to grade, preschool to kindergarten and elementary to middle school.



Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Beech Street
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	Parent and staff interviews and IEPs show that various assessment types are used not only for looking at progress, but also as benchmarks to determine what needs to be done next to improve and encourage student learning.

Beech Street	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. A high level of commitment and exhibited behavior toward success for all students was observed.</li> <li>2. Excellent teaching practices were observed.</li> <li>3. All students were fully integrated. A consistent and concerted effort has clearly been made to integrate all students.</li> <li>4. Modifications are made on an individual basis for all students to enhance learning – not just coded students.</li> <li>5. Despite the limitations of large class sizes and small classrooms, effective use of classroom space to support the instructional program was observed.</li> <li>6. Students are clearly not identified as “coded” or “special education” students. All students are considered “Beech St. students.”</li> <li>7. The environment is warm and welcoming to all students, which definitely promotes a better learning environment.</li> <li>8. Beech St staff and administrators certainly go the extra mile to assure that their students get the best possible education.</li> <li>9. Beech St is a distinguished Title I school.</li> <li>10. The school has received a Reading Excellence Grant.</li> </ol>	<ol style="list-style-type: none"> <li>1. Additional secretarial/clerical assistance for special education is warranted given the high caseload of students.</li> <li>2. Efforts should be made to reduce class size. We observed class sizes well into the 20s and as high as 29. The size of certain rooms does not seem to meet NH facility standards.</li> <li>3. The staff has expressed a desire for more paid training for paraprofessionals.</li> <li>4. District assigned paraprofessionals are generally assigned based on numbers of students rather than the needs of the students. One or more additional paraprofessionals would make learning more effective.</li> <li>5. The staff has some concerns about the transitions to the middle schools. Perhaps an enhanced system of communication would be helpful.</li> </ol>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 37

School: Bakersville

Recorder/Summarizer: Linda Barton

Date: March 7, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:

**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Bakersville
Indicator Level and Description		
0 Student does not have access to the general curriculum.		
1 Student has access to the general curriculum		
2 Student participates in the general curriculum in the regular classroom		
3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)		
3b <b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis		
3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.		All students have the opportunity to participate in the general curriculum with appropriate modifications. Adaptations are carried out as outlined in IEPs with necessary supports provided.
3d <b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma		
4 Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment		

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Bakersville
Indicator Level and Description		
0 No evidence of transition planning		
1 Transition occurs, with little or no written documentation		
2 Written documentation exists for transition services		Most transitions are informal (from grade to grade) and are done through discussions with parents at team meetings. Transitions done from program to program are more formal and documented with written prior notices, meetings and visits.
3a Team includes parents and personnel from other agencies in transition planning		
3b Student is informed before age 17 of his/her rights under IDEA		
3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner		
4a District has implemented a process to evaluate the success of the student's transition		
4b Team, including student as appropriate, regularly assesses success of transition plan		

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a)</u> <u>5 RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Bakersville
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	All students receive mid-term reports, trimester report cards, Benchmark Reading Tests, Math Inventory Tests, DRP Reading Tests, NHEIAP tests, quizzes, projects and writing samples. These results are used in developing goals, objectives and lesson plans.
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

Bakersville	
Strengths	Suggestions for Improvement
1. Collaboration between regular education and special education, Title I and ESOL staff is commendable. 2. The school atmosphere is welcoming and caring. 3. Afterschool programs, such as homework club, math club and art club enhance the curriculum. 4. The diversity of the population and the ESOL program are strong. 5. Many school-wide assessments are used to guide instruction. 6. The mentoring program, peer mediation and school partnership with Southwest Airlines are exemplary. 7. The integrated EH classroom is a model program.	1. Documentation of transition planning is needed. 2. Professional development for staff is needed in the areas of using assessment data and how to develop behavioral plans. 3. More technology, including more software, is needed. 4. Additional clerical support for special educators is needed.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 37 School: Jewett

Recorder/Summarizer: Susan Brassard

Date: March 7, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Jewett
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	All programs (with the exception of students with moderate to severe cognitive delays, who are in a self-contained special needs program) demonstrate access to the general curriculum. The curriculum in the self-contained program does not reflect alignment with the general curriculum. Specifically, the students enrolled in self-contained programs need to be provided with a standards-based curriculum that covers the same concepts as their non-disabled peers. (Refer to the NH Curriculum Frameworks.)
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Jewett
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	There is no written documentation of transitions. Participation in IEP meetings helps transition, but it is informal. There is some written documentation when students transition to more restrictive settings.
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Jewett
	Indicator Level and Description	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	IEPs are developed based on several different forms of assessment. The reading teacher compiles testing data and presents it to the staff to improve curriculum and student learning. This does not happen in all content areas or district-wide.
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

Jewett	
Strengths	Suggestions for Improvement
1. Staff members have positive attitudes. Special education and regular staffs work well as a team. 2. Staff and administrators are very supportive of one another. 3. Assessment data is used in developing IEPs. 4. Parental involvement and support is strong.	1. District special education administration is not visible or accessible. 2. A special education coordinator or assistant principal in the building is recommended. 3. Additional clerical assistance for special education staff is needed. 4. There is a need for consistent meetings within the special education department across the district (i.e. all speech/language pathologists have monthly meetings.) 5. Caseloads for special education staff are high, therefore there is no consultation time. 6. Additional support is needed for students with emotional disabilities. 7. The services and case-management for kindergarten students needs to be carefully reviewed. 8. There is a lack of space for therapies, support services and testing. 9. There are no phones readily accessible to staff.

## USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

### BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 37      School: Highland-Goffes Falls

Recorder/Summarizer: Annette Marshall/ Betty Marshall

Date: March 7, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**



Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Highland-Goffes Falls
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students observed participate in the regular classroom with minimal supports and accommodations. The majority also participate in extracurricular opportunities.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347(b)(1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Highland-Goffes Falls
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	There is an in-house procedure for grade to grade, but no procedure for school to school. Students observed have plans for transition to the next grade.
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5 RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Highland-Goffes Falls
Indicator Level and Description		
<b>0</b> No evidence of student participation in district or state assessments		
<b>1a</b> Student participates in district-wide and school assessments		
<b>1b</b> Student participates in state assessment		
<b>2</b> Alternate assessment provided as needed for both district and state assessments		
<b>3a</b> Assessment data is used to develop IEP		
<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)		Measures used include trimester progress reports, report cards, teacher observations, record of daily work, pre and post reading, writing and math assessments.
<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)		

Highland-Goffes Falls	
Strengths	Suggestions for Improvement
In-house transition procedure is in place. All staff are caring and proactive. There is observable ownership of all students by all staff. There is good student access to extracurricular and non-academic activities. There is excellent use of the limited space and available resources. There is strong collaboration between regular and special educators. Administrator has identified areas that need improvement and evidence exists that procedures and policies are in place or being put into place to address them. There is evidence of strong involvement by parents.	The use of * (asterisks) on report cards for modified areas needs to be clarified. Procedures for transition to middle school need to be strengthened. Additional access to technology is needed (computers, Alphasmart). Additional clerical assistance is needed for consistency of forms and file maintenance. Standardized special education documents for the SAU are needed. More flexibility in the reading program for alternative activities and assessments for below grade level students is suggested. Professional development in special education should be made available.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 37

School: Green Acres

Recorder/Summarizer: Susan Gately/Jane Lacasse

Date: March 7, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:

**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Green Acres
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Summation scores indicate the following: Students access the general curriculum with supports ranging from support services (i.e. speech, OT) and counseling to resource room and one-to-one teacher assistance. Sign language interpreters are available as needed. Students have access to hands-on, visually modified curriculum as appropriate. There is consultation with educational specialists in PDD and certified teachers of the deaf. In the Deaf and Hard of Hearing (DHH) program, regular education curricula are utilized and modified. Technology supports access to the curriculum.
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Green Acres
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	Early Supports and Services to preschool transitions and preschool to elementary transitions are well documented, and clear guidelines are in place to guide the process. Grade to grade transitions, although documented in team meeting minutes, and at times in IEPs, are not as clearly defined in the district as other major transitions.
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	

<b>4a</b>	District has implemented a process to evaluate the success of the student's transition	
<b>4b</b>	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a)</u> <u>5 RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Green Acres
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Assessment measures are in place in terms of standardized measurements, curriculum-based measurements, criterion-referenced measurements and portfolio and other assessments.
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

Green Acres	
Strengths	Suggestions for Improvement
1. Certified, qualified staff provide expertise in the classrooms. 2. Collegiality among staff supports effective programs. 3. Parent and community connections are strong and positive. 4. Materials and supplies are provided. 5. School-based administrative support is clear. 6. District-based programs (DHH) and other special education services in the school collaborate well with general education staff.	1. Time for special education teams to consult with each other and with general educators should be built into the schedule, in order to better facilitate programming to students. 2. Computer hardware budget constraints may interfere with acquisition in a timely manner, although that has recently improved. 3. Support staff, such as clerical staff, would enhance programming and reduce paperwork and clerical responsibilities of special education teachers. 4. Additional training for staff, and opportunities to attend workshops would facilitate inclusion programming and planning in general. 5. Space for DHH programs should be permanently designated in order to avoid disruptions to the program. Availability of space should not dictate programs. 6. DHH program warrants a director or principal position due to the extent of the responsibilities.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 37 School: Smyth Road

Recorder/Summarizer: Claudia Libis

Date: March 7, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Smyth
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students with disabilities enrolled at Smyth Road School are engaged in all aspects of the general curriculum.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Smyth
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	Transitions for students with disabilities are very well documented.
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <span style="float: right;"><u>CFR 300.138</u></span> <u>CFR 300.347 (a) 5</u> <span style="float: right;"><u>RSA 193-C</u></span> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Smyth
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	At Smyth Road School a variety of assessment measures are used to develop student IEPs.
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

Smyth	
Strengths	Suggestions for Improvement
1. Class sizes and teacher-student ratios are adequate. 2. The entire staff is trained in CPI. 3. Responsive Classroom & peer mediation are exemplary programs. 4. Rivier College offers reading workshops and free tuition for teachers. 5. There is a strong PTO and general parent cooperation and involvement. 6. The students appear respectful, happy and eager to learn.	1. Additional alternative reading and math programs at all age levels are needed. 2. The principal needs an assistant. 3. Additional clerical assistance for special educators is needed.



USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 37              School: Middle School at Parkside

Recorder/Summarizer: Maurine Duval

Date: March 21, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:

**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Parkside
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Of the 3 case studies conducted, students have access to the general curriculum with the necessary supports. Students are involved in non-academic and extracurricular activities with non-disabled peers. Exception: one case study reviewed revealed that student participates in the general curriculum but is not progressing to expectations.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Parkside
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	At IEP and placement decision times, transition is discussed and documented. Teams meet regularly to discuss a student's transition and progress and make the necessary adjustments as appropriate.
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Parkside
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Progress reports, report cards, classroom observations, student work samples, statewide testing and standardized tests are all used to assess student progress and develop IEPs.
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

Parkside	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. At Parkside Middle School staff are energetic, enthusiastic, dedicated, talented, creative and professional.</li> <li>2. Administration, special education and regular education work as a collaborative team.</li> <li>3. Quality classroom instruction – teaching to a variety of modalities – was observed during the visit.</li> <li>4. Where available, in-class support was effective and implemented very well for students with disabilities.</li> <li>5. At Parkside the school climate is welcoming and child-centered. Students seem happy and classrooms “feel good”. There is a lot of student work displayed throughout the school.</li> <li>6. The move to inclusion has been very effective with a lot of opportunity for students to access the general curriculum.</li> <li>7. The secretarial and cafeteria staff at Parkside are very pleasant and cordial.</li> <li>8. The present administration is very supportive and knowledgeable.</li> </ol>	<ol style="list-style-type: none"> <li>1. There is a need for increased resources for the school, i.e. more special education staff, paraprofessionals and clerical support, as well as materials and equipment.</li> <li>2. District-wide and school-wide assessments, including reading assessments done at each grade level, are strongly recommended.</li> <li>3. Technological upgrades for instruction, paperwork and management are needed, e.g. IEP database, including access to student evaluations.</li> <li>4. Each special education teacher should have immediate access to a computer.</li> <li>5. Dedicated space is needed for itinerant personnel.</li> <li>6. There is a need for additional time from the speech pathologist, school psychologist &amp; outreach worker.</li> <li>7. Reading instruction as part of the curriculum is needed in grades 6-8.</li> <li>8. A documented, school-wide transition plan for incoming and outgoing students is recommended.</li> <li>9. A full in-house review of the EH mainstreamed program is needed; including site visits to other EH programs. A full review of the programs and services provided to students with emotional disabilities is needed. The classroom currently used is inadequate, and presents several safety hazards. In addition, the space utilized by the EH program for “reflection” (in-school suspension) is not safe and is an unhealthy environment for children.</li> <li>10. For students returning from out-of-district placements to neighborhood schools (especially as it relates to those identified as EH) there needs to be a clear written plan and smooth transition.</li> <li>11. Ongoing professional development for special education and general education teachers and paraprofessionals is needed.</li> <li>12. The district needs to provide differentiated materials for each grade level.</li> <li>13. There is a need for improved communication from the central administration to the individual schools. A system of communication that allows for face-to-face interaction is needed.</li> <li>14. Full-time special education coordinators at the building level are strongly recommended.</li> </ol>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 37 School: Henry J. McLaughlin Middle School

Recorder/Summarizer: Justine Sheppard Date: March 21, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>Ed. 1119.08, Equal Education Opportunity</u>		McLaughlin Middle School
<u>CFR 300.342</u> <u>CFR 300.306</u> <u>CFR 300.26</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students are demonstrating success in regular classroom placements given supports of IEP. Students are participating in extracurricular activities outside school, in the community as well as well in school-based programs.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>Ed. 1109.01, Transition Services</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		McLaughlin Middle School
<u>CFR 300.29</u> <u>CFR 300.347 (b) (1)</u> <u>CFR 300.132</u>		
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	Appropriate transition services are provided, including preparation for transition from 5 <sup>th</sup> to 6 <sup>th</sup> grade and from 8 <sup>th</sup> to 9 <sup>th</sup> grade. These include: step-up day, open house for students and parents, case manager consults with receiving team, case manager may participate in incoming students' IEPs. 14-year-old requirement is an area needing additional training.
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		McLaughlin Middle School
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	There is evidence that assessment data is used to develop IEPs. Students are all participating in NHEIAP or NHEIAP – Alt. Students are assessed with multiple measures, including pre & post curriculum-based assessments, portfolio assessments, report cards and test grades.
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

McLaughlin Middle School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. All students at McLaughlin Middle School have access to the general education curriculum.</li> <li>2. An increase in staff has allowed for improved abilities to provide a continuum of services in the Deaf and Hard of Hearing (DHH) Programs.</li> <li>3. The move to the inclusionary model has facilitated the following improvements: <ul style="list-style-type: none"> <li>▪ Support for all students on a team</li> <li>▪ Blending students of different needs together</li> <li>▪ Increased communication between staff</li> <li>▪ Increased awareness of regular education expectations</li> <li>▪ Higher expectations for students</li> <li>▪ Team collaboration has improved student outcomes and team ownership of students</li> <li>▪ Students demonstrate a sense of belonging to their team, develop friendships and participate in extracurricular activities</li> </ul> </li> <li>4. Weekly meetings of special education staff, guidance and administration have improved communication, consistency with procedures, collaborative problem solving and opportunities for topic training.</li> <li>5. Outstanding staff with expertise, flexibility and cooperative attitudes promote student success.</li> <li>6. The addition of a special education building level coordinator has provided leadership and direction for the entire building.</li> <li>7. Alignment of the curriculum to state frameworks in social studies, math and science has improved student outcomes.</li> <li>8. A Special Education staff that values the knowledge of the issues and support of students and staff.</li> <li>9. District-wide special education meetings are held monthly to provide information and support.</li> <li>10. The following district-wide trainings have improved the staff's ability to meet the needs of students: <ul style="list-style-type: none"> <li>▪ Grading students with educational disabilities</li> <li>▪ Autism/PDD</li> <li>▪ CPI</li> <li>▪ WJ III assessment</li> <li>▪ Differentiated Instruction</li> <li>▪ IEP writing</li> <li>▪ Heterogeneous grouping</li> <li>▪ Modifications in the regular classroom</li> </ul> </li> <li>11. There are opportunities for staff-selected training outside of district provided training.</li> <li>12. The addition of an autism specialist has improved programming for autistic students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore providing clerical staff and technological support to assist with clerical and scheduling tasks.</li> <li>2. Additional school psychologist time is needed to meet compliance on timelines (re: testing).</li> <li>3. Consider developing a district-wide assessment plan to assist in improving instruction</li> <li>4. Additional supports are recommended for: <ul style="list-style-type: none"> <li>▪ Lifeskills Program</li> <li>▪ Adaptive allied arts programs</li> <li>▪ Case management</li> <li>▪ Reading instruction</li> <li>▪ Software to improve access to the general curriculum</li> <li>▪ Afterschool program development</li> </ul> </li> <li>5. An additional special educator is recommended to provide direct service at the team level.</li> <li>6. Training opportunities are needed for paraprofessionals, special and regular educators in the following areas: <ul style="list-style-type: none"> <li>▪ Needs of DHH students</li> <li>▪ Needs of slow learners</li> <li>▪ Developing transition plans</li> <li>▪ Other special needs of students</li> </ul> </li> </ol>



USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 37              School: Southside Middle School

Recorder/Summarizer: Lori Stumpf              Date: March 21, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Southside Middle School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	The inclusion program generally meets this standard for students with special needs, however, the self-contained programs limit the access to the general curriculum.
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Southside Middle School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	With regard to the 14-year-old student, a transition form exists for each student as evidence that planning has begun.
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<b>Ed. 1133.05 (I), Program Requirements</b> <b>CFR 300.138</b> <b>CFR 300.347 (a) 5 RSA 193-C</b> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Southside Middle School
Indicator Level and Description		
<b>0</b> No evidence of student participation in district or state assessments		
<b>1a</b> Student participates in district-wide and school assessments		
<b>1b</b> Student participates in state assessment		
<b>2</b> Alternate assessment provided as needed for both district and state assessments		
<b>3a</b> Assessment data is used to develop IEP		Staff use a variety of informal assessments to develop IEPs.
<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)		In addition, 3-year evaluations are used as a tool to measure success and develop IEPs.
<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)		

Southside Middle School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. Special educators work in classrooms and know specifically what is happening (planned rubrics, modifications, team teaching, etc.).</li> <li>2. There is common planning time for teams with special education staff.</li> <li>3. Staff know all students and can write IEPs that match student needs.</li> <li>4. Southside Middle School has the capacity to deal with some severely emotionally disabled students with a continuum of services.</li> <li>5. Collaboration between different programs occurs with flexibility to meet student needs.</li> <li>6. There is strong pedagogy taking place evidenced by active, productive classes.</li> <li>7. The guidance support groups to assist with transitions are commendable.</li> <li>8. The majority of the staff at Southside are very positive and child-centered. The climate/culture in the school is nurturing and student centered.</li> <li>9. There is strong building leadership with solid philosophy and goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. There is a need for a school psychologist who is more available to directly service students within the school.</li> <li>2. Speech/Language services are needed to comply with student IEP requirements.</li> <li>3. Continuum of services are difficult to provide due to lack of space, planning time and personnel.</li> <li>4. Trying to implement a model of inclusion without available resources (no time or space) is difficult.</li> <li>5. Special education teachers are needed on all teams to spread out the caseload. The present average of 30 makes it difficult to do achievement tests for IEP writing and provide servicing to students.</li> <li>6. Resources are needed to assist with provision of services in the least restrictive environment.</li> <li>7. Technology that works well and is updated with proper software and hardware is needed.</li> <li>8. There is a need for professional development in all areas.</li> <li>9. "Physical inclusion" is in place, but there is a lack of materials and staff to implement the model successfully.</li> <li>10. One special education staff member needs to be assigned to each team.</li> <li>11. Consider restructuring two EH programs.</li> </ol>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 37              School: Hillside Middle School

Recorder/Summarizer: Ronda Geisler              Date: March 21, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>CFR 300.347(a)</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.304</u>		Hillside Middle School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Interviews and observations with staff, parents, administrators, students and outside agencies show evidence to support this.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Hillside Middle School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	Some students were not yet 14; however, all students have transition forms/plans as part of their IEP.
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5 RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Hillside Middle School
Indicator Level and Description		
<b>0</b> No evidence of student participation in district or state assessments		
<b>1a</b> Student participates in district-wide and school assessments		
<b>1b</b> Student participates in state assessment		
<b>2</b> Alternate assessment provided as needed for both district and state assessments		
<b>3a</b> Assessment data is used to develop IEP		
<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)		Multiple measures were presented to document how assessments are used to measure student progress.
<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)		

Hillside Middle School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The administration at Hillside is professional and cooperative.</li> <li>2. Self-contained classrooms have decreased since the last NHDOE visit.</li> <li>3. Students are very tolerant of differences, both culturally and academically.</li> <li>4. Parents feel well-informed and are happy with the progress of students.</li> <li>5. Regular education teachers are implementing modifications for special education students which are benefiting all students (i.e. organizational skills).</li> <li>6. Great diversity is offered for all students (i.e. SAP programs, STAY programs, counseling located throughout the building.)</li> <li>7. Regular education teachers (by contract) stay after school on a rotating basis to assist students with homework.</li> </ol>	<ol style="list-style-type: none"> <li>1. Because of the move to the middle school concept and more inclusion, a special education teacher on each team would be advisable.</li> <li>2. Workshops in: diverse cultures, their religions and social mores, post traumatic stress disorder, etc. are recommended.</li> <li>3. Workshops for regular education staff on special education issues are needed.</li> <li>4. Strong connection between sending and receiving grade levels, especially at IEP meetings is needed.</li> <li>5. A reading specialist on staff is recommended, in addition to reading as a course at all levels.</li> <li>6. Pre-vocational activities/courses available at the middle school level may reduce the drop-out rate later on and immediately will reduce behavioral and attendance issues.</li> <li>7. More speech therapy time is needed, especially for consultations and direct services.</li> </ol>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 37

School: Manchester West High School

Recorder/Summarizer:

Date: March 21, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Manchester West High School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	At West High School it was evident that all students participate in the general curriculum and earn credits toward a regular high school diploma.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process: Provision of FAPE</u> <u>CFR 300.347 (b)(1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Manchester West High School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	Students with disabilities have fully outlined transition plans that address all required components.
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	



Assessment		Summary of Evidence
<b>Ed. 1133.05 (I), Program Requirements</b> <b>CFR 300.138</b> <b>CFR 300.347 (a) 5 RSA 193-C</b> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Manchester West High School
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	At West High School staff use multiple measures in developing IEPs.
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Evidence included student work, state assessments, teacher input, report cards, progress reports, etc.
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

Manchester West High School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>Staff at West High School are dedicated and flexible.</li> <li>Clerical support is important to all staff.</li> <li>There is a positive learning environment at West.</li> <li>Staff are open-minded and work through issues with kids.</li> <li>Home/school communication is excellent.</li> <li>Relationship between regular education and special education staff is strong.</li> <li>Common planning time for special education staff is commendable.</li> <li>The transition team for the 8<sup>th</sup> grade to West High transition is strong.</li> <li>The Freshman orientation program is outstanding.</li> <li>There is strong administrative support for special education.</li> <li>The guidance department works collaboratively with special education.</li> <li>Teacher assistants are skilled and dedicated.</li> </ol>	<ol style="list-style-type: none"> <li>Vocational education opportunities in the school need to be strengthened.</li> <li>Case loads for special education staff need to be reduced.</li> <li>Additional technology for classrooms, supplies, textbooks, etc. are needed.</li> <li>Additional staff development opportunities are desperately needed.</li> <li>Space is needed for meetings, planning and parent conferences.</li> <li>Additional school psychologist services are needed.</li> <li>There is a need for more “alternative programming” for students with challenging behaviors.</li> </ol>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 37 School: Manchester Central High School

Recorder/Summarizer: Noel Sullivan Date: March 21, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>CFR 300.347(a)</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.304</u>		Manchester Central High School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Evidence for this was found in IEPs, student and parent interviews, schedules, progress reports, report cards, modified curriculum classes.
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Interviews with parents, staff and students support this, plus community involvement on transition check-off plan. Some students participate in award nights.
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	Regular credits are documented on report cards. School has internal school credit sheet used for students.
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Manchester Central High School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	All parents are part of the IEP and transition processes.
3b	Student is informed before age 17 of his/her rights under IDEA	This is checked of on the IEP and verified with student interview.
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	Plans are in IEP and meet requirements.
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<b>Ed. 1133.05 (I), Program Requirements</b> <b>CFR 300.138</b> <b>CFR 300.347 (a) 5 RSA 193-C</b> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Manchester Central High School
Indicator Level and Description		
<b>0</b> No evidence of student participation in district or state assessments		
<b>1a</b> Student participates in district-wide and school assessments		
<b>1b</b> Student participates in state assessment		
<b>2</b> Alternate assessment provided as needed for both district and state assessments		
<b>3a</b> Assessment data is used to develop IEP		Three year evaluations, progress reports and teacher reports are used.
<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)		Teacher interview, student report and work samples are used.
<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)		

Manchester Central High School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>At Central High School there is a sense of team, committed staff and a focus on students.</li> <li>For a large school, it appears well managed and structured.</li> <li>Staff are flexible and hard working.</li> <li>School credit sheet is a strength, yet not all staff are willing to utilize it.</li> <li>The kids express a sense of support, caring and competence about the adults in their lives.</li> </ol>	<ol style="list-style-type: none"> <li>Greater emphasis on staff training/development recommended. Two training days is not sufficient.</li> <li>Additional assistance is needed for assessing students with disabilities.</li> <li>Additional therapeutic counseling is needed for many students.</li> <li>Teachers/case workers need clerical/secretarial support for scheduling of meetings, paper management, etc. in order to allow for more contact time with students.</li> <li>Access the software the district has that allows you to get to all the information the district has on each student. It is imperative that the Building Level Coordinator (BLIC) has this. Currently, the BLIC is not able to obtain student data for students identified as educationally disabled.</li> <li>A review of the "504" increase of students is suggested. Currently, 504 students access special education services and this should be studied as a "systems" issue. Who case manages?</li> <li>Increased technology is needed in the classrooms.</li> </ol>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU 37

School: Manchester Memorial High School

Recorder/Summarizer: Carol M. Colgan

Date: March 21, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of:  
**Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Manchester Memorial High School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	There is a wide array of services at Memorial High School which enable students to participate in the general curriculum with supports.
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Manchester Memorial High School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	Student records had evidence of transition plans, but there needs to be additional documentation to support discussion regarding the success of transition plan.
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<b>Ed. 1133.05 (I), Program Requirements</b> <b>CFR 300.138</b> <b>CFR 300.347 (a) 5 RSA 193-C</b> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Manchester Memorial High School
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	The school uses a wide variety of assessments, involving all parts – students, teachers, parents, statewide, portfolios, testing and observations.

Manchester Memorial High School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>At Memorial High School there is a wonderful staff who are very dedicated to students and programs.</li> <li>Creative programming based on the needs of the students is evident with continuum of services to meet the needs of all students.</li> <li>Students appear to feel safe in their environments, which improves their ability to ask for help and receive support.</li> <li>Classrooms are very welcoming.</li> <li>IEPs are developed for the students to best meet their needs.</li> <li>There is good parent/staff/student/administrative communication.</li> </ol>	<ol style="list-style-type: none"> <li>Access to an environment where students have a space to do ADL skills, i.e. kitchen, laundry, phone, is needed.</li> <li>When staff is in the community with students there is no communication device (phone), which is a safety issue.</li> <li>Assistive technology for students is needed.</li> <li>Case loads for special education staff need to be reduced.</li> <li>Space is needed for conducting assessments on students, therapy and conferences.</li> <li>Students enrolled in the Young Adults Program and Functional Living need to have increased interaction with typical peers, demonstrated evidence of access to the general curriculum and the opportunity to earn credits toward a regular high school diploma.</li> </ol>

**VIII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES**

**ADDENDUM**

**Out-of-District File Review**

**SAU 37**

Date: 3-6-02, 3-7-02, 3-20-02, 3-21-02

Reviewer: Alan Pardy



<p style="text-align: center;"><b>ADDENDUM</b> <b>Out-of-District File Review</b></p>
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SAU 37

**COMMENDATIONS**

The Manchester School District has hired additional personnel to monitor the progress and placement of students who are placed out of district.

The staff works hard to maintain an open line of communication with parents and the schools in which students are placed

Student files reviewed contained most all of the necessary documentation. Records were well-organized and required information readily located.

**CITATIONS OF NONCOMPLIANCE**

3 files reviewed

ED 1125.03 CFR 300.504 (a) (3)

3 of the files reviewed lacked evidence that procedural safeguards had been issued to parent at each notice of the meeting

CFR 300.347 (a)3(ii)

3 IEPs lacked a statement about how the student will participate in extracurricular and other nonacademic activities.

ED1109.01

CFR 300.347 (a)5(ii)

2 IEP's had no indication of how the student will participate in statewide or district wide assessments with or without modifications

ED 1115.06

CFR 300.552

2 files lacked evidence that LRE is determined annually.

ED 1109.01

CFR 300.347 (b) (2)

1 IEP lacked a statement of transition needs, including interagency linkages

ED 1119.08

1 file lacked evidence of how the student will earn high school credits toward a high school diploma

ED 1113.01 (9)

1 file lacked evidence of consideration of vocational education and/or assessment

**ADDENDUM**

**JAMES O. MONITORING PROGRAM**

**SAU 37**

**Student File Review**

**Case Study Document**

**Reimbursement Claim Form**

**Case Study Addendum Form**

Date: 3-6-02, 3-7-02, 3-20-02, 3-21-02

Reviewer: Jane Bergeron-Beaulieu

<p style="text-align: center;"><b>ADDENDUM</b> <b>JAMES O. MONITORING PROGRAM</b></p>
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3 FILES REVIEWED

**COMMENDATIONS**

The School District has created a position of “court liason” to assist school personnel with students who are involved in the court system.

The student records that were reviewed were well organized and contained most all required documentation.

School district personnel appear to have an open line of communication with parents, the receiving schools and the court system.

For students who are court ordered to outside placements, progress is monitored on an ongoing basis.

**CITATIONS OF NONCOMPLIANCE**

ED 1109.01

2 of the IEP’s reviewed lacked evidence of a written transition with all appropriate agencies involved.